



Certificate in Advanced English

Examination Report 0151 Syllabus

December 2007

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Examination Report

Syllabus 0151

December 2007

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WEBSITE REFERENCE

This report can be accessed through the Cambridge ESOL website at:

www.cambridgeesol.org

INTRODUCTION

This report provides a general view of how candidates performed overall and on each paper in the December 2007 session, and offers guidance on the preparation of candidates.

The overall pass rate for Syllabus 0151 was **55.23%**.

The following table gives details of the percentage of candidates at each grade.

0151	
GRADE	PERCENTAGE
A	4.07
B	5.23
C	45.93
D	10.03
E	34.74

- **Grading**

Grading took place during January 2008 (approximately six weeks after the examinations).

The five CAE papers total 200 marks, after weighting. Papers 1-5 are each weighted to 40 marks. It is important to note that candidates do not 'pass' or 'fail' in a particular paper or component, but rather in the examination as a whole. A candidate's overall CAE grade is based on the aggregate score gained by the candidate across all five papers.

The overall grades (A, B, C, D and E) are set using the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual questions, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- the advice of the Principal Examiners based on the performance of candidates, and on the recommendation of examiners where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). The minimum successful performance which a candidate typically requires in order to achieve a grade C corresponds to about 60% of the total marks. Every candidate is provided with a Statement of Results, which includes a graphical display of the candidate's performance in each component. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper.

- **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

The cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre approximately two months after the examination has been taken. Certificates are issued about six weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing candidates for CAE:

- *Regulations* (produced annually, for information on dates, etc.)
- *CAE Handbook* (for detailed information on the examination and sample materials)
- *Examination Report* (produced twice a year)
- *Past Paper Pack* (available approximately 10 weeks after each examination session, including Question Papers 1-4, sample Speaking test materials, answer keys, CD and tapescript for Paper 4, and Paper 2 mark schemes and sample scripts).

Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack. This, together with further copies of this report, is available from the Centre through which candidates entered, or can be purchased using the order form online at **www.cambridgeesol.org**

If you do not have access to the internet, you can obtain an order form from:

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Feedback on this report is very welcome and should be sent to the Reports Co-ordinator, Cambridge ESOL, at the above address. Please use the feedback form at the end of this report.

PAPER 1 – READING

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple matching <i>Main focus:</i> specific information	13	A text preceded by multiple-matching questions. Candidates must match a prompt from one list to a prompt in another list, or match prompts to sections in the text.
2	Gapped text <i>Main focus:</i> text structure	7	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
3	Multiple choice <i>Main focus:</i> detail, gist, opinion/attitude	5	A text followed by four-option multiple-choice questions.
4	Multiple matching <i>Main focus:</i> specific information	17	As Part 1.

The CAE Reading Paper is designed to test the following reading skills:

- ability to form an overall impression by skimming text
- ability to retrieve specific information by scanning text
- ability to interpret text for inference, attitude and style
- ability to demonstrate understanding of text as a whole
- ability to select relevant information required to perform a task
- ability to demonstrate understanding of how text structure operates
- ability to deduce meaning from context.

Authentic texts are used for the CAE Reading Paper and are edited as little as possible for the purposes of test construction. The texts are of a number of types, including giving information, expressing an opinion/making a comment, description, advice/instructions and narrative. One or more of these text types may be combined to form a composite text. Sources of texts include newspapers (broadsheet and popular), magazines, journals, non-literary books, leaflets, brochures, etc. Texts selected do not assume specialist knowledge of a subject.

The format of the CAE Reading Paper is based on four texts, totalling approximately 3,000 words. There are 40–50 questions of varied types: multiple choice, gapped text and multiple matching. The paper consists of one multiple-choice task, one gapped-text task, and two multiple-matching tasks.

Each multiple-matching question is single-weighted; multiple-choice and gapped-text questions are double-weighted. The maximum raw mark is scaled to 40.

Candidates are required to transfer their answers onto an answer sheet, as instructed on the question paper. Candidates' responses are then computer-scanned.

Candidates are allowed 75 minutes for the processing of texts, completion of tasks and transfer of responses to the separate answer sheet. Centres are not required to return question papers

together with the answer sheets; **candidates must therefore ensure that they transfer all their answers to their answer sheet within the 75 minutes allowed for Paper 1.**

- **Candidate Performance**

The CAE Reading Paper is designed to test understanding of text at paragraph and whole-text level, not only at sentence level. The multiple-matching tasks, especially those testing understanding of opinion as well as of information, will often require candidates to read an extended section of text, or collate what has been read over a number of short sections of text. Similarly, the multiple-choice and gapped-text tasks require candidates to look beyond the immediate context for an answer. Each part of the paper is text-based; the texts are drawn from a range of mainly contemporary sources, written for different purposes, and presented in different formats.

In this version of the Reading Paper, candidates coped satisfactorily with the tasks, with Part 4 proving more challenging than the other three parts.

Part 1, Questions 1-13: Concert Reviews

Multiple-matching tasks focus on the candidates' ability to retrieve specific information from the text. Although this particular part was handled well by candidates, they found Question 9 fairly challenging. The answer to Question 9 is found in B where the text says that 'Pook's work, however, explores a narrow expressive range'. Some candidates thought the answer was in D, but there is no mention there of 'material which is limited in its scope'. Candidates may have had difficulty with the word 'scope' in the question. This is a word which a candidate at advanced level could be expected to be familiar with.

Question 4 also proved quite challenging for some weaker candidates. The answer is in the last sentence of C, where the writer contrasts the early career of Harvey with her present career. Weaker candidates thought the answer was in A which does discuss the self-assurance of Parveen Sultana, but makes no mention of how that self-assurance has grown. Candidates need to ensure that the section they choose reflects all the elements of the question.

Part 2, Questions 14-20: Fear is the Spur

The gapped-paragraph task focuses on text structure and the ability to predict text development. Consequently, it is often necessary to consider large sections of the text, or even the overall organisation, in order to reconstitute a particular part. Candidates coped well with this task. Question 18 proved the most challenging. The answer was H. The paragraph before 18 talks about 'fatherly instruction'. This links in H to 'His wisdom'. The last part of H talks about the mistakes the writer had made when climbing. This links to the text after 18 which mentions 'these errors'. Weaker candidates thought the answer was in C, but had failed to read through the whole of C and therefore missed the fact that there was no forward link to the text after 18. C is, in fact, the distractor, an option which seems likely but is not correct in terms of the context of the text.

It is vitally important that candidates read the whole of the text before attempting to answer the questions, so that they get a feeling for the entire passage, both its meaning and structure. It is also important that candidates pay close attention to the text both before and after the gap.

Part 3, Questions 21-25: The Passionate Pastime

Candidates coped well with this four-option multiple-choice task, focusing on detailed comprehension. Question 25 proved most challenging for weaker candidates. The answer is D and the information required is found in the final paragraph where the writer says 'a chance beginning

turns out to be a common theme.’ Some candidates thought the answer was A, but there is no suggestion in the text that Sylvia Katz’s collection ‘has set a new trend’. It is possible that candidates matched the word ‘new’ in A with ‘newly’ in the text. It is very important that students are trained not just to match words.

Weaker candidates also found Question 23 fairly challenging. The answer is C and can be found at the end of paragraph 2, where the writer explains that a true collector is one whose interest survives publication of a book. Some candidates thought the answer was B, but, although the writer mentions that Sylvia’s book ‘is one of the great sources of pleasure to collectors’, there is nothing to link this to the idea of ‘a true collector’ engendering enthusiasm in others.

Part 4, Questions 26-42: Forests

Candidates found this multiple-matching task the most challenging part of the paper, with Question 34 being one of the most challenging. The answer lies in section E where there is discussion of ‘real prices rising’ and it becoming ‘more profitable to hold onto rather than to fell one’s timber’. Some weaker candidates thought the answer was in D, presumably because the expressions ‘to clear forests’ and ‘on cleared soil’ are mentioned. However, there is no mention at all of ‘a financial consideration’. It is important that candidates read the question very carefully and make sure that the section they decide contains the answer reflects the whole question, not just one part. It is also important not just to match words in the question with words in the text as this will usually lead to a wrong answer.

Question 36 also proved challenging. The answer is found at the beginning of E which talks about the supply of wood. It is possible that weaker candidates did not understand the expression ‘at a premium’ but this is an expression which a candidate at advanced level could be expected to be familiar with or to be able to deduce from the text.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

When preparing for the CAE Reading Paper, students should be encouraged to read for interest and to develop their own views on a wide range of topics. When reading, they should aim to identify the writer’s purpose and to distinguish different types of writing, e.g. factual, descriptive, argumentative, etc. They also need practice in recognising main ideas, as this will help them anticipate the type of question that they may be asked.

- **DOs and DON'Ts for CAE PAPER 1 – READING**

- | | |
|--------------|---|
| DO | skim through each text and highlight any 'key' pieces of information. |
| DO | interact with the text and form an opinion on what you're reading. |
| DO | underline important words in the question and make sure that you have a clear understanding of their meaning. |
| DO | ensure that information is stated in the text, if the question refers to something that's 'said' or 'stated' or 'mentioned'. |
| DO | check that the answer you've chosen reflects all parts of the question. |
| DO | read around the part of the text that you think contains the answer, in order to be sure that you haven't missed anything important. |
| DO | leave difficult questions to the end of the task, and then come back to them. |
| DO | leave time to double-check your answers to challenging questions. |
| DO | read any subtitles because they'll help set the context for the text. |
| DON'T | be put off by vocabulary you don't know. Continue reading the text to see whether the meaning becomes clear. |
| DON'T | attempt any question without reading it at least twice. |
| DON'T | try to answer questions without close reference to the text. |
| DON'T | spend too much time on any one part of the paper. |
| DON'T | assume that matching individual words or phrases in a question with the same or similar words in the text means that you've located the answer to the question. |

PAPER 2 – WRITING

Part	Task Type and Focus	Number of Tasks and Length	Task Format
1	Applying information contained in the input, selecting and summarising input, comparing items of information; task types from the following: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos.	One compulsory task. Approx. 250 words in total.	A contextualised writing task giving candidates guidance to the content through instructions and one or more texts and/or visual prompts.
2	Task types as for Part 1.	Four questions from which candidates choose one. Approx. 250 words.	A contextualised writing task specified in no more than 80 words.

CAE Paper 2 is designed to test a candidate's ability to write continuous English appropriate to a given task. The questions supply candidates with sufficient information, both about the content of a task and the target reader, to enable them to decide on an appropriate style and register. The questions also give precise guidelines as to the content of the particular task. Candidates are allowed two hours to produce a total of 500 words across two questions.

Each paper has a compulsory Part 1 and a choice from four questions in Part 2. Part 1 requires candidates to process up to 400 words of input material, using the information appropriately in order to carry out the task. Part 2 covers a range of task types, such as articles, reports and leaflets, and includes a work-orientated task as one of the four questions.

In assessing answers, each question is given a mark out of five by two independent examiners. The marks are then added to give a final mark out of ten for each piece of writing. The 0-5 scale General Mark Scheme that is used describes performance in terms of both language and content. There is also a Task-specific Mark Scheme for each question, which describes 'satisfactory' Band 3 performance.

In Part 1, the assessment focus is on content, effective organisation of input, appropriacy to the intended audience and accuracy, whereas in Part 2, the focus is mainly on content, range, and style/register, with attention paid to how successfully the candidate has produced the text type required. Candidates have more scope in Part 2 to display their linguistic competence and there is more latitude in the interpretation of the task.

• Candidate Performance

Part 1 asked candidates to write a proposal to the director of a charity trust describing how they would spend money received from the trust on the college's Learning Resources Centre (LRC), explaining how improvements in the LRC would help students at the college and persuading the trust that the LRC deserved a grant. The task involved processing the information given in an email

from the director of the trust as well as in a notice for the LRC and in some comments from students relating to the LRC. The task required candidates to use the language of description, explanation and persuasion in their answers.

The choices in Part 2 provided candidates with a range of task types and topics. Candidates had to select from a report about the effects of tourism, an article about children's games, a competition entry nominating a famous person for an award and a memo about a training course.

The report was the most popular task and was chosen by about 51% of the candidates. The second most popular task was the article, which was chosen by 38% of the candidates. The competition entry was selected by about 8% of candidates and the memo was the least popular task, being attempted by 2% of the candidates.

The majority of the candidates for this paper produced work that was almost satisfactory or satisfactory. There were a number of scripts that exhibited a natural use of language with good use of cohesive devices and an ambitious range of vocabulary and structures. There were, however, also many examples of language that was not at the required level, showing problems even with simple prepositions and tenses. Some candidates used linking words and phrases mechanically rather than appropriately and this caused problems with, rather than helping, the cohesion of their writing.

Part 1, Question 1

On average, candidates gained a satisfactory mark in the Part 1 question.

Stronger candidates made good use of the input material, developing the information provided to demonstrate a wide range of structure and vocabulary. These candidates paid due attention to the layout appropriate to a proposal and they were consistent in their use of register. They also successfully developed the element of persuasion.

Weaker candidates tended to rely heavily on the vocabulary of the input and they also sometimes omitted one of the key points of the question. Some made basic language errors, e.g. with the use of simple present verb forms or with the spelling of everyday words, and others made errors that resulted in a lack of communication. There were also problems with the use of linkers, which were used inappropriately. Some candidates failed to identify the target reader correctly so did not fully address the task.

Many candidates wrote in a letter rather than a proposal format, though this was not penalised.

Part 2, Question 2

This was the most popular Part 2 question and, of all the questions, it produced the lowest average mark, aside from Question 5 (the work-related question).

There were some very good answers to this question. Stronger candidates showed a wide range of vocabulary relevant to the topic of tourism and its effects. They developed all the aspects of the question in order to produce well-balanced answers which were informative in tone. These candidates were particularly skilled at developing the last content point regarding the future.

Weaker answers generally had too narrow a focus, i.e. they only mentioned the environment. A few candidates spent so much time on this aspect that they omitted one or even both of the other content points. Many candidates failed to answer the third content point adequately or left it out altogether.

Part 2, Question 3

This was the second most popular Part 2 question and the average mark was satisfactory.

Candidates were allowed to interpret games very widely. Stronger candidates fully developed the third point about the benefits of children playing games with each other very well and used a good range of language.

Weaker answers generally failed to express clearly why a particular game was enjoyed. They also used a limited range of vocabulary and also demonstrated problems with sentence structure and grammatical accuracy.

Part 2, Question 4

This was the least popular of the Part 2 questions but the candidates who did choose to answer it generally wrote quite good responses. It produced the highest average mark on the paper with a significant proportion of candidates who did it getting a good or very good mark.

Stronger candidates discussed their chosen person's qualities in detail, developing their ideas well through clearly constructed paragraphs which gave evidence of an ability to handle the range of structures and vocabulary appropriate for CAE level candidates.

Weaker candidates tended to omit the point about what impact their chosen person had had on young people. They produced unbalanced responses, often using language which was inaccurate or did not display the range of vocabulary and structure expected at this level.

Part 2, Question 5

This was the least popular question on the paper. It produced the lowest average mark of all the questions on the paper, probably because it was attempted by a number of candidates without the necessary work experience to be able to write an appropriate answer. The average mark was below satisfactory.

Stronger candidates clearly had experience of the world of work and this enabled them to raise relevant points and to use job-specific vocabulary. They tended to respond to each aspect of the question in appropriate detail and related the question to their own experience and showed a relevant range of technical and business vocabulary.

Weaker candidates often missed one of the main content points or included irrelevant information. There was sometimes confusion and inappropriateness in terms of register. Candidates at this level are expected to decide on and consistently use the register and tone that would be appropriate for the circumstances and the target reader in question.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

When preparing for the CAE Writing Paper, students should be given guidance and practice in writing a range of genres, e.g. review, article, report, etc. and in writing for different audiences. When writing, they should focus on their reason for writing, i.e. what they are trying to achieve: to persuade, to entertain, to inform, etc. They also need practice in extracting the salient points from input material and in organising their answer effectively. In other words they need to focus on **what** they have to write (the content), **why** they are writing (their purpose) and **who** they are writing for (their target reader).

It may help students to have a full appreciation of the criteria they are being marked on, i.e. content, which means addressing all the points specified by the question, organisation and

cohesion, range of vocabulary and structure, register, and effect on target reader. Providing regular feedback on students' work in terms of these five criteria may help them to bear them in mind when they have to write their actual answers in the examination.

Students will benefit from some guidance with regard to how they use their time in the examination room. They should be aware of the importance of allowing adequate time for reading the questions carefully and planning their answers. A practice paper answered under examination conditions will be of value here.

Too many candidates lose marks because they make basic language errors inappropriate for candidates at CAE level. Encourage students to recognise the language errors that they tend to make and try to develop their checking and correcting skills.

As candidates have to write their answers in a booklet, they need to be told that they must write to the word limit provided, rather than attempting to fill all the space, which is likely to lead to overlong and less well-planned work.

• **DOs and DON'Ts for CAE PAPER 2 – WRITING**

DO	try to avoid copying phrases from the input in Part 1. Use your own words as far as possible.
DO	read the question very carefully and note all the aspects of it which must be addressed.
DO	develop all the parts of the task so that your answer is well-balanced.
DO	think carefully about who you're writing for and how it would be appropriate to address that person.
DO	make sure that you know the standard conventions for writing genres such as letters, reports, proposals or articles.
DO	use titles and sub-headings where these are appropriate.
DO	choose the Part 2 question where you can best demonstrate a range of vocabulary and structure.
DO	allow yourself time to check your grammar, spelling and punctuation carefully.
DO	write approximately the number of words required by the exam – you probably won't be able to cover all the necessary points in fewer words and writing too much is likely to result in irrelevance.
DON'T	simply write a list of bulleted points in reports and proposals. Make sure you use full sentences.
DON'T	attempt to reproduce an answer that you prepared earlier as it's unlikely to be a match for the question as worded in the exam.
DON'T	attempt the work-related question (Question 5) unless you have relevant experience of a work situation.

PAPER 3 – ENGLISH IN USE

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple-choice cloze An emphasis on lexis	15	A modified cloze text of approximately 250 words containing 15 gaps and followed by 15 four-option multiple-choice questions.
2	Open cloze An emphasis on structure	15	A modified cloze text of approximately 250 words containing 15 gaps.
3	Error correction An emphasis on structure, lexis and punctuation	16	A text of approximately 200 words containing errors which must be identified as specified in the instructions, e.g. extra words, misspellings, punctuation errors, etc.
4	Word formation An emphasis on lexis	15	Two short texts of up to 130 words each. Candidates must form an appropriate word to complete each gap using the given prompt words.
5	Register transfer An emphasis on register	13	Two texts, each about 150 words in length. The first may include information in tabular form, and is followed by an incomplete (gapped) text providing the same information in a different register which candidates must complete.
6	Gapped text An emphasis on cohesion and coherence	6	A text of about 300 words with gaps at phrase and/or sentence level followed by a list of 9 options. Candidates must select the correct options from the list to complete the text.

The English in Use paper is designed to test the ability to apply knowledge of the language system, including control of grammar, lexis, stylistic features, spelling, punctuation, cohesion, coherence and formulaic language.

• Response Format

Candidates record their answers on a separate answer sheet, which is processed by trained markers and then computer-scanned. For each part of the paper, candidates put their answers directly onto the answer sheet. They either mark a letter or write one or two words next to the appropriate question number. The inclusion of example answers on the question paper is designed to provide support to candidates.

- **Timing**

Candidates are expected to complete all six parts of the paper in the allotted time of 1 hour 30 minutes. Any answers filled in on the question paper should be transferred to the answer sheet within the given time.

- **Marking**

Marking of the answer sheets is carried out by a team of carefully selected and trained markers who refer to a Mark Scheme. Markers are monitored by an experienced examiner and, where necessary, minor revisions are made to the Mark Scheme.

- **Candidate Performance**

Part 1, Questions 1-15: Should I buy a mountain bike?

Multiple-choice Cloze

Generally, candidates coped well with this part. Questions 12 and 15 posed few problems, while Questions 1, 2 and 7 were more challenging. In Question 1, many candidates were unfamiliar with this use of 'margin' and chose 'difference', which does not fit in this context. In Question 2, many weaker candidates chose option D rather than C, ignoring the fact that 'estimate at' is unsuitable here in terms of meaning and is also grammatically inappropriate. In Question 7, many candidates were unfamiliar with this collocation, and chose 'vigorous' rather than 'robust'.

Part 2, Questions 16-30: Cork

Open Cloze

Candidates' performance on this part of the paper was mixed. Questions 16, 21, 24 and 25 posed few problems, while Questions 17, 18, 26, 27 and 30 were more challenging. It is important for candidates to read the text carefully, focusing on the meaning of the whole sentence, paragraph and text, rather than only concentrating on the meaning of phrases in isolation. For example, for Question 30, some weaker candidates put 'with' rather than 'without', disregarding the main argument of the text. Similarly, candidates who wrote 'when' for Question 20 were dealing with the task at phrase level and ignoring the significance of 'not' earlier in the sentence.

Part 3, Questions 31-46: Conquering Mount Kilimanjaro

Error Correction

Generally, candidates performed well on this part of the paper. Questions 33, 36 and 40 posed few problems, while Questions 32 and 42 were found more challenging. A few candidates left the answer sheet blank for Questions 34 or 36 and could not be awarded a mark for these questions. If candidates think a line is correct, which these lines were, it is important that they indicate this with a tick (✓).

Part 4a, Questions 47-53: A new bathroom

Part 4b, Questions 54-61: Get ahead – get noticed

Word Formation

Candidates found this one of the more challenging parts of the test, with Questions 47, 51, 53 and 55 proving the most challenging. On the other hand, Question 49 posed few problems. Accurate

spelling is essential in this part. Some candidates lost marks even though they had provided the appropriate word because they had misspelled it. This was often the case with Questions 48, 53, 54 and 61. With Question 59, a common problem was supplying the singular rather than the required plural form of the noun. With Questions 53, 55 and 58, some weaker candidates omitted the negative prefix.

Part 5, Questions 62-74: Letter of complaint to landlord

Register Transfer

Generally, candidates found this one of the more challenging parts of the paper. Questions 62, 63 and 71 were found particularly challenging. In some cases, candidates lost marks because they misspelled their answer or used the wrong verb form. For example, in Question 66, some weaker candidates did not use the past participle form, while in Question 73, some weaker candidates used the active rather than the passive form. Those candidates who used words, or derivatives of words, from the first text in their answers also lost marks. For example, some candidates wrote 'two weeks' for their answer to Question 63, but 'two weeks' occurs in the first text and candidates should have found an expression meaning the same thing in this context, i.e. 'fortnight'. Candidates who wrote 'obliged' for Question 67, or 'the moment' for Question 68, had not taken into account the meaning of the relevant part of the input text. Candidates performed best on Question 65.

Part 6, Questions 75-80: The beginnings of sailing

Gapped Text

Generally, candidates performed well in this part of the paper. The most challenging question was 77, where some weaker candidates wrongly chose E or I, which fit grammatically but which do not fit with the wider context. To do well in this part, it is necessary to focus on the meaning of the complete text, not just of individual sentences. Candidates performed best on Questions 79 and 80.

● RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates at CAE level of English are expected to read extensively so as to be able to use a wide range of vocabulary in different contexts and to manipulate structure and form accurately. These skills are tested in different ways on the paper:

Vocabulary

- In Part 1, collocation is tested, as well as knowledge of phrasal/prepositional verbs and recognition of lexical appropriacy and shades of meaning.
- Part 4 is a word-building task. The candidate has to understand the surrounding context in order to produce the correct class of word and also to recognise whether a negative affix or a plural form is required. Accurate spelling is essential.
- In Part 5, the candidate is required to manipulate vocabulary within a defined stylistic context. It is essential that candidates take note of the instructions, which warn them **not** to include in their answers words, or derivatives of words, which occur in the first (or input) text.

To be successful in these parts, students need to build up their active vocabulary. Developing an efficient personal system of recording newly acquired vocabulary will help the learning process. Students should also be encouraged to pay attention to correct spelling.

Structure and Form

- In the Part 2 open cloze task, candidates should be encouraged to check that their answers are correct in the context of the whole sentence, paragraph and text. Providing an answer which is correct only in the context of the immediate phrase is often not sufficient.
- In Part 3, the focus is on correct structure and form, including spelling and punctuation. Again, students should be encouraged to look at the whole context. Activities which involve students correcting their own or other students' work are useful for sensitising them to error identification and correction. Students should also be encouraged to study the examples given for this part so that they are aware of how to show their answers on the answer sheet.
- In Part 5, candidates are required to manipulate structure and form, as well as vocabulary, within a defined stylistic context. Any activities which focus on different ways of expressing the same ideas in different registers (formal and informal) would be useful.
- Part 6 concentrates on the grammatical and semantic appropriateness of phrases within a text. Activities which encourage students to move from focusing on ideas at phrase level to the wider context would be relevant.

- **DOs and DON'Ts for CAE PAPER 3 – ENGLISH IN USE**

DO	think about a variety of ways in which you can develop your English outside the classroom.
DO	think about how you learn vocabulary best, and then develop strategies to help this process.
DO	read the whole surrounding context before deciding on an answer.
DO	consider the options carefully in Part 1 before choosing your answer.
DO	remember that in Part 4 at least one question will probably test the use of prefixes.
DO	check your spelling, as incorrectly spelled words will lose you marks.
DO	make sure your handwriting is clear and easy to read.
DO	study the examples carefully in Part 3 to make sure you know how to show your answers on the answer sheet.
DO	make sure you transfer your answers to the answer sheet as you finish each part of the test.
DON'T	use words, or derivatives of words, from the first text in Part 5 when you're completing the gaps in the second text. The purpose of the task is that you should use different words.
DON'T	wait until the end to copy all your answers onto your answer sheet.

PAPER 4 – LISTENING

Part	Task Type and Focus	Number of Questions	Text Type
1	Sentence completion, note completion	8-10	A monologue of approximately 2 minutes, heard twice, from the following range of text types: announcements, radio broadcasts, telephone messages, speeches, talks, lectures, etc.
	Understanding specific information		
2	Sentence completion, note completion	8-10	A monologue of approximately 2 minutes, heard once only, from the range of text types above.
	Understanding specific information		
3	Sentence completion, multiple choice	6-10	A conversation between 2 or 3 speakers, of approximately 4 minutes, heard twice, from the following text types: interviews, discussions.
	Understanding specific information, gist and attitude		
4	Multiple matching, multiple choice	10	A series of themed monologues, of approximately 30 seconds each; the whole sequence is heard twice. In the multiple-matching format there are two tasks; the questions require selection of the correct option from a list of eight. In the multiple-choice format there are ten questions, with two questions for each speaker. The questions require selection of the correct option from a choice of three.
	Identifying speakers and topics, interpreting context, recognising function and attitude		

The Listening Paper is based on recorded material taken from various real-world listening contexts and is designed to test a range of listening skills and sub-skills. The test lasts around 45 minutes and contains up to 40 questions. There are four parts to the test and a range of text and task types is represented. Parts 1, 3 and 4 are heard twice, whilst Part 2 is heard once only. All instructions and pauses are recorded onto the CD, as is the ten minutes' transfer time at the end. Where candidates hear texts twice, these are also repeated on the CD.

Parts 1 and 2 feature informational texts of 2-3 minutes in length. Tasks in these parts are designed to test the retrieval of detailed information from the text. Part 3 texts are longer and feature interacting speakers in interviews and discussions. Tasks here test the understanding of feelings and opinions as well as information from the text. Part 4 features five short monologues on a theme, and the focus is on the understanding of gist.

Candidates record their answers in one of two ways. In some parts of the test, they are required to write a word or short phrase in response to a written prompt. In such tasks, candidates copy the target words only onto the answer sheet. In other parts of the test, candidates must choose the appropriate answer from those provided. In this case, candidates write only the appropriate letter (A, B, C, etc.) onto the answer sheet.

Although the four-part format of the test is fixed, with each part containing text types of a defined type, variation in task type is possible. In Parts 1 and 2, tasks may be either sentence or note completion, for example, whereas in Part 3 either four-option multiple-choice questions or a sentence-completion task may be found. Part 4 tasks involve either three-option multiple-choice or multiple-matching tasks. This should be borne in mind when considering the notes below, which relate to one particular test.

In tasks where candidates are required to produce written answers, the questions follow the order of information presented in the text, and answers will be actual words heard in the recording. Candidates who paraphrase the information may still get the mark, but only if their answers are fully meaningful in the context of the question prompts. Answers generally focus on concrete pieces of information or stated opinions and are designed to be short and to fit comfortably into the space on the answer sheet. Candidates should be discouraged from attempting long answers. Correct spelling is expected at this level, although some minor variations are allowed, especially in proper names. Care is taken, however, not to focus on words that cause undue spelling difficulties as answers, and both US and British English spellings are accepted.

- **Candidate Performance**

Test A

Part 1, Questions 1-8: The Pashmina

This was a sentence-completion task based on a talk about an article of clothing called a pashmina. Candidates had few problems with the task, which was generally well answered. Questions 1, 4 and 7 were very well answered, whilst Questions 2, 3 and 5 turned out to be the most challenging. In Question 2, some candidates retrieved incorrect information from the text, giving the answer 'fleece'. Other candidates had clearly located, but not understood, the key information, for example writing 'touch' in Question 5 or 'tumble dryer' for Question 8. Some candidates gave too much information, for example giving the answer 'fishing when the sun's rising' for Question 7, when the time of day is already given in the sentence. Although this answer was marked as correct, the candidate has wasted time and space on the marksheet in writing more than was needed. Some weaker candidates had difficulties in the spelling of quite common words, for example, writing 'woll' and 'slik' in Question 6, and so lost the mark. Sometimes candidates attempted to paraphrase the information they had heard, but these attempts were not always successful, giving for example the answer 'laundry machine' in Question 8, which does not exactly reflect the advice that the speaker is giving. Candidates should be reminded that the words they need to write are heard on the recording, so they are not required to produce a paraphrase.

Part 2, Questions 9-16: Exploring Canada

This was a sentence-completion task based on a recorded message about visitor attractions in a city in Canada. Although this is the once-heard section of the test, which candidates often find challenging, this task was generally well answered. Candidates coped well with Questions 9 and 14, whereas Questions 10, 12 and 15 were more challenging. Where candidates failed to get the mark, this generally reflected a weakness in listening skills, e.g. where the answer 'my gracious' was given for Question 13 and 'horse racing' for Question 14, or where candidates retrieved incorrect information from the text, for example writing 'skiing and snowboarding' in Question 14. Candidates should be encouraged to read the sentences carefully in the pause before the recording is played and to think about both the context and type of information needed to complete the sentences; for example, candidates who wrote the answer 'ship's bottom' for Question 11 had clearly understood what they had heard, but had not noticed that part of this information (of a ship) was already given in the sentence. Again, candidates who attempted to paraphrase the information did not always get the mark, for example those writing 'marine lions' for Question 12 or 'little village' for Question 16.

Part 3, Questions 17-23: Tom Greenaway

This was a four-option multiple-choice task based on a radio interview with an actor. Questions focused on the opinions and feelings of the main speaker as well as on detailed information from the text. The questions were generally well answered. Questions 18, 19 and 23 proved the most challenging, while candidates coped particularly well with Question 17 – picking up on the force of the speaker's answer about taking the theatrical world 'for granted' as a child – and Question 20. Information from this type of text is often summarised in multiple-choice questions through the use of adjectives and nouns describing feelings and attitudes, for example in Questions 17, 19, and 23, or the use of verbs of opinion and reporting verbs, for example in Question 22. Encouraging candidate awareness of, and sensitivity to, the use of such words to summarise the ideas expressed in the text is an important aspect of preparation for this task.

Part 4, Questions 24-33: Working Relationships

This was a multiple-matching task based on five short extracts in which five speakers are talking about their work. Strong candidates coped well with the two tasks, particularly with Questions 24, 26 and 28, whilst Questions 25, 27 and 30 proved to be the most challenging. In Question 24, candidates successfully picked up on the fact that the speaker works in a 'creative' environment where customers are 'celebrities', and 'creations' and 'collections' are produced – and used this to correctly identify the answer as E: 'fashion design', even though those actual words were not mentioned in the text. It is worth reminding students that this task focuses on gist listening skills. They may not understand every word and expression in the texts, but they have probably understood more than they realise of the speaker's general message, and will therefore often choose the correct answer even if they cannot be absolutely sure why. For example, in Question 32, there are a number of references to the speaker's feeling that her job is intruding on her leisure time, including: 'there is more to life than just work' and 'He thinks nothing of calling me at weekends'. As with Part 3, awareness of, and sensitivity to the type of language used in the questions will help candidates feel prepared for this task. Once again, awareness of the use of reporting verbs and adjectives of feeling and opinion is useful, as are the kind of abstract nouns that summarise ideas from the text, e.g. in Task Two.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Listening tests are designed to give an objective assessment of an individual's listening skills. So, in preparing for the Listening test, it is important to focus on developing listening skills in general, as well as familiarising students with the format of the examination. Students should be exposed to a range of different listenings, if possible from a range of authentic sources, as each Listening test comprises a range of listening texts on different topics in different contexts. The focus of preparation should not be only on detailed listening; gist understanding of a text delivered at a natural speed is a valuable skill, and could form the basis of classroom discussion activities – which themselves can also provide an invaluable source of listening practice.

The ability of students to understand what they hear can improve dramatically if they are regularly exposed to audio or audiovisual materials: the more English they hear, delivered at natural speed in a variety of voices and contexts, the more practised they will become in extracting key information and gist meaning, even when they may not be able to decode every single word or phrase. These skills are essential to students at CAE level.

A daily learning programme which includes a 'hearing English' component from audio recordings may help prepare students for the Listening test. Students should be exposed to varieties of English, to speakers of different ages and backgrounds and to the language of different contexts, e.g. formal announcements, lectures, less formal talks, informal discussions, interviews, etc.

Students should be encouraged to deal with texts in different ways, depending on the nature of the listening task. For example, they might listen to a text once for gist, producing a summary of the

main ideas or attitudes expressed. They could then be asked to listen to the same text again, this time retrieving specific information.

Make students aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. In terms of examination technique, encourage students to read and think about the task information on the question paper, and within the questions. This will provide information about the speaker, topic and context of the recording. Encourage students to use this information to help them tune in to the text quickly when they hear it, and also to predict answers to the questions. When they listen, students can check whether their predictions were accurate.

Remind candidates that they should use the pause before each recording to read through the task carefully, so they are prepared for what they hear. Encourage them to use the task on the question paper to guide them through the listening text and keep their place as they answer the questions.

Remind candidates that, in Parts 1, 2 and 3, the questions are in the same order as the information in the recording – and therefore reflect the structure of the recording. Raise candidates' awareness of how speakers signal topic changes, give detailed information, or express feelings and opinions, so candidates can follow how the messages communicated by speakers are often reflected and targeted by the questions on the page.

Help candidates to prepare for a listening task by identifying the information that is asked for in each question, so that they are ready to pay attention and retrieve the answers as they listen.

Remind candidates that in sentence- and note-completion tasks, they should write clearly when they copy their answers onto the answer sheet, using capital letters if their handwriting is not very clear. Only letters should be written on the mark sheet for multiple-choice and multiple-matching tasks.

Encourage candidates to answer all the questions, even if they are not sure – there are no marks deducted for wrong answers, and candidates may have been able to predict or understand more than they think.

- **DOs and DON'Ts for CAE PAPER 4 – LISTENING**

For all parts of the test:

- DO** listen to, and read, the instructions. Make sure you understand what you have to do.
- DO** think about the topic, the speaker(s) and the context as you read the questions. This will help you when you listen.
- DO** use the pause before each listening to read the questions through and think about the type of answer that is required.
- DO** remember that your final answer is the one on the answer sheet. Copy carefully and check that you've followed the numbering correctly.
- DON'T** leave a blank space on the answer sheet. If you're not sure of an answer, you can guess. You don't lose marks for wrong answers and you've probably understood more than you think.

For sentence-completion and note-completion tasks:

- DO** remember that the information on the page follows the recording. It's there to help you.
- DO** check that your answer makes sense in the gap. Look at the information both before and after the gap when checking your answer.
- DO** check that your answer is correctly spelled.
- DO** copy only the missing words onto the answer sheet.
- DO** try to use the actual words you hear on the recording.
- DO** remember that Part 2 is only heard once.
- DON'T** try to write a long answer. Answers will be single words, numbers or short phrases which fit comfortably into the box.
- DON'T** write numbers out as words – it wastes time and you're more likely to make a mistake (i.e. write '21', not 'twenty-one').
- DON'T** repeat information which is already printed on the page.
- DON'T** panic in Part 2. There's enough time to write your answers as you listen.

For multiple-choice tasks:

DO remember that the questions follow the order of the recording.

DON'T copy the wording of the answer onto the answer sheet. Only one letter (A, B, C, etc.) is needed for each answer.

For multiple-matching tasks:

DO remember that there are two tasks and that the recording is heard twice.

DO read through both tasks in the pause before you hear the recording for the first time.

DO remember that there are two questions for each speaker, one in Task 1 and one in Task 2.

DON'T copy the wording of the answer onto the answer sheet. Only one letter (A, B, C, etc.) is needed for each answer.

PAPER 5 – SPEAKING

Part	Task Type and Focus	Length	Task Format
1	Three-way conversation between the candidates and the interlocutor Using general interactional and social language	3 minutes	The candidates are asked to respond to one another's questions about themselves, and respond to the interlocutor's questions.
2	Individual long turns with brief responses from the second candidate Using transactional language, comparing, contrasting and speculating	4 minutes	Each candidate in turn is given a task with visual prompts. They talk about the prompts for about one minute; the second candidate responds as specified.
3	Two-way interaction between the candidates Negotiating and collaborating; reaching agreement or 'agreeing to disagree'	8 minutes for Parts 3 and 4 combined	The candidates are given visual and/or written prompts to set up an opinion/reasoning/problem-solving task, involving comparing and contrasting, selecting, etc. Based on this output, candidates are asked about their decisions.
4	Three-way conversation between the candidates and the interlocutor Explaining, summarising, developing the discussion		The topic area from Part 3 is opened up by discussing wider issues.

The CAE Speaking test is conducted with pairs of candidates by two Oral Examiners: an interlocutor and an assessor. The test takes approximately 15 minutes.

• Marking

The Speaking test is marked out of 40, with marks awarded by the assessor on a scale of 0-5 for four separate criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. The interlocutor provides a mark for Global Achievement for each candidate on a scale of 0-5 at the end of the test. Combining the analytical marks of the assessor and a global mark from the interlocutor gives a balanced view of candidate performance. Raw marks are later scaled to a mark out of 40.

- **Materials**

The test materials for the December 2007 session comprised seventeen Part 2 tasks and eight Part 3 and 4 tasks. One Part 2 task was a 'shared' task: that is, each candidate is given the same task but the visual stimuli are different.

All tasks are designed to elicit language of a suitably advanced level and range. The tasks are open and speculative, ranging beyond pure description, and give candidates the chance to demonstrate their range of language.

- **Candidate Interaction**

Candidates observed by Team Leaders were, on the whole, at ease when the test began, even when paired with candidates they did not know. Candidates who know each other well and those who have only just met perform equally well in Part 1. After a brief exchange of information with the interlocutor, candidates ask each other one or two questions about topics of general interest. The interlocutor then goes on to ask candidates further questions.

Occasionally, candidates are reluctant to interact with each other and feel that they need to address the interlocutor or the assessor. On the other hand, some over-enthusiastic candidates sometimes tend to dominate the interaction. However, when doing the Part 3 task, most candidates realise that they are expected to talk to each other, and invite their partner to contribute to the interaction, as well as take an active part in the interaction themselves. Any candidate not taking up the opportunity to interact in Parts 1 and 3 is invited by the interlocutor to say more in Part 4.

- **Candidate Performance**

Most CAE candidates are well prepared and highly motivated, which has a positive effect on their performance. Additionally, the structure of the test gives candidates ample opportunity to demonstrate their capabilities. Candidates who fail to take up these opportunities will not do so well in the Speaking test. Performance in the Speaking test may also be affected if candidates fail to listen carefully to what they are asked to do, or to raise the level of their performance above the purely descriptive or mundane, particularly in Parts 2 and 3.

Part 1

This part worked equally well with candidates who knew each other and those who did not. The strongest candidates were those who were able to develop the interaction by picking up comments made by their partner to produce a natural and more extended conversation (particularly in the second section of Part 1, where candidates are invited to ask each other about something), and those who made an attempt to answer the questions fully without pausing for too long to think about what they were going to say.

Part 2

Stronger, well-prepared candidates took full advantage of their opportunity to talk for one minute in Part 2, although weaker or less committed candidates sometimes failed to listen carefully and do what they were asked to do, or did not focus on the more speculative elements of the tasks. These candidates, therefore, found it more difficult either to sustain their 'long turn' for one minute, or to express their ideas effectively.

All Part 2 task types were 'Compare, contrast and speculate'.

Part 3

This collaborative task gives both candidates the opportunity to negotiate and co-operate with each other, discussing the allotted task fully, openly and clearly. Candidates who perform well are those who do not merely agree with their partner but who express their own views and opinions, or develop their partner's comments. Well-prepared candidates are often able to generate more ideas, thus producing a more varied sample of language with a wider range of structures and vocabulary, and avoiding unproductive silences.

Stronger candidates made use of the visuals (without itemising each one for its own sake, or making repeated reference to them) by including them naturally in their discussion, evaluating them and giving valid reasons for accepting or rejecting them when appropriate.

Candidates who listened carefully and followed instructions, who showed they could handle a range of structures and vocabulary, and took the task seriously, performed well. Those who performed less well had not listened to the instructions carefully and occasionally ran out of ideas, forgetting what they had been asked to do, or they simply did not take the task seriously enough.

All Part 3 task types were 'Discuss, evaluate and select'.

Part 4

By this stage of the Speaking test, candidates are usually relaxed and more confident and most were able to contribute to the discussion with some authority. The interlocutor may draw out a more reticent or apparently weaker candidate to redress any perceived imbalance in candidate contributions. Candidates, however, should not assume that they have under-performed if the interlocutor begins Part 4 by addressing the first question to them. Candidates rarely 'dried up' at this stage; some even appeared eager to continue the discussion, although the interlocutor was tactfully trying to draw the test to a close. Oral Examiners are provided with a range of questions, both to ensure test security, and to provide ample opportunities for candidates to show what they can do.

• Comments on Released Test Materials

Part 1

Candidates find the first section of Part 1 a relaxing start to the test and have few problems answering these questions. Occasionally, however, they experience difficulty asking each other questions, as they are required to do in the second section. Candidates who handled this section well did not merely repeat the words of the prompt question but formulated their own question. For example, when told:

'Now I'd like you to ask **each other** something about a change you would like to make to your life.'

they did not merely ask:

'What change would you like to make to your life?'

but produced questions like:

'If you could change one thing about your life, what would it be?'

Candidates who performed well in the third section of Part 1 were able to answer quickly and confidently. For example, when asked:

'What are the benefits of speaking another language?'

they did not merely reply:

'Well, it's useful to be able to speak another language.'

but produced a more extended response, e.g.

'Well, nowadays being able to speak another language can often help you to get a better job. But it also helps you to understand the culture of people from other countries better, too.'

Part 2

Practising (Compare, contrast and speculate)

In this task, candidates were each given the same set of visuals, which showed people practising different things. Candidate A was asked to compare and contrast two or three of the visuals, saying what the people might be practising for, and what skills they might need to do these activities.

Candidates who did well did not merely describe what the people were doing, but compared and contrasted the visuals, speculating as to what the people might be practising for, and what skills they might need to do the activities. For example [when talking about the visual in the top right-hand corner]: 'In this picture, it looks as if someone is learning how to drive a car. He might be practising for his driving test. The person teaching him might be a member of his family, or a friend, or a driving instructor. Driving a car is not a very easy thing to do. First you need to learn how the engine works and how to drive and manoeuvre the car; then you need to have very quick reactions to drive well on today's roads. However, [when talking about the visual in the bottom left-hand corner] in this picture, these people are probably rehearsing for a concert – maybe a school concert performance. First you need to have a good singing voice – which is not really something you can learn – and be able to read music to do this well. But you also need to have the confidence to stand up in front of an audience and remember exactly what you have to do.'

A simple description of the visuals with a few short comments was not enough, e.g. 'This young man is practising driving a car, and these people are practising singing. It is easier to drive well than sing well.'

Candidate B was asked which activity they thought would be the most difficult to do well. Most candidates gave a brief response, selecting one of the situations and pointing out that not everyone has the skill or natural ability to do the activity well.

The role of animals (Compare, contrast and speculate)

In this task, candidates were each given another set of visuals to look at. The visuals showed people and animals. Candidate B was asked to compare and contrast two or three of the situations, saying how important the animals might be to the people, and how the people might be feeling.

Candidates who did well did not merely describe the visuals, but compared and contrasted them, speculating about the importance of the animals to the people, and how the people might be feeling. For example [when talking about the visual in the top right-hand corner]: 'In this picture, the farmer is relying on the horses to plough the field. It looks as if he might be taking part in some kind of agricultural competition and if he does well and ploughs in straight lines, he could perhaps win a prize. He might be feeling rather excited at the thought of winning a prize or nervous about making a mistake, but without the help of the horses, he would stand no chance of winning. It's quite different in this situation [when talking about the visual in the bottom right-hand corner] because the children are learning about the natural world by visiting an aquarium. Being able to see and touch the marine life is an excellent way of learning about nature and it makes the learning experience much more memorable. The children are probably feeling happy and excited to be taken on a trip of this kind.'

A simple description of the visuals with a single short comment was not enough, e.g. 'This man needs the horses to help him plough the field and he is probably feeling tired. The children need the animals to learn about nature and they are feeling happy.'

Candidate A was asked in which situation they thought the animals were the most important. Most candidates gave a brief response, selecting one of the situations and making a brief comment about what role the animals had or why the animals were important to the people.

Parts 3 and 4

The power of imagination (Discuss, evaluate and select)

Part 3

Candidates were shown some visuals which were being considered for the cover of a book called 'The Power of Imagination'. Their task was to talk to each other about what effect a good imagination could have in the situations, and then decide which picture to put on the cover of the book.

Candidates who did well did not simply describe the situations, e.g. 'This man is conducting an orchestra, this woman is telling children a story.' Instead, they speculated as to what effect a good imagination might have in the situations and invited their partners to comment, e.g. 'If you are telling or reading children a story and you have a good imagination, you can make the story come alive. You can involve the children much more in what they are listening to and make the story seem real. Would you agree?'

A good imagination was considered to be an asset in all the situations. For example, an engineer with a good imagination might be able to detect a design that might not be strong enough or stable enough for the task in question, an artist might be able to produce a unique piece of artwork which might make a big impact or sell for a small fortune, etc. Candidates who did less well did not fully speculate on the effect that a good imagination might have in each situation, or tried to reach a decision too early about which visual to put on the cover of the book. The decision should be the conclusion of the discussion, not a decision to make at the beginning of the task, leaving the candidates with little else to talk about.

Part 4

Candidates who gave good performances were able to talk about the following:

- whether they thought it was important to have a good imagination in our everyday lives, e.g. 'Oh, yes, I think so. It makes life much more interesting and exciting and people with a good imagination are never bored. They can always think of ways to entertain themselves.'
- whether they thought new technology had made children less imaginative, e.g. 'In some ways, perhaps, yes. They see so many images on the television and they read less than the previous generation did, so they don't need to use their imagination so much. But I think most children are extremely imaginative and they create a fantasy world of their own.'
- whether they thought some people were never satisfied with what they had in life, e.g. 'There are definitely people like that. They are always looking for something bigger and better. The consumer society is partly to blame for this, I think, but it is a pity in a way. People should learn to find more enjoyment in the simple things of life.'
- what effect advertising had on people's hopes and dreams, e.g. 'In my opinion, advertising encourages people to want things they would never otherwise have thought of. In other words, it creates a demand for useless things by making promises that cannot be fulfilled.'
- what they thought our lives would be like in ten years' time, e.g. 'Well, it's difficult to say but I think we will all be living in a very technical age and we will spend more time at home and less time travelling to and from work.'

Most candidates were asked at least four of the five questions.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates should be aware that Oral Examiners can only base their assessment on what they hear, and that candidates who fail to take up opportunities to show what they are capable of will under-perform.

Candidates should not feel disadvantaged because they cannot remember or do not know the occasional word. Credit is given for paraphrasing and substituting vocabulary, especially if it is communicatively effective.

Candidates should be advised to avoid strategies which prevent them from producing an extended sample of language,

e.g. Examiner: 'What's your favourite part of the day?'
Candidate A: 'The evening.'

They should also avoid merely repeating what they have already said, or echoing what their partner has said, particularly with short responses,

e.g. Candidate A: 'The evening.'
Candidate B: 'Yes, I like the evening, too.'

Repetition, followed by supporting comments, is, however, possible,

e.g. Candidate B: 'I like the evening, too. It's a relaxing part of the day after all the work and studying and you can do what you like then. It's your time and no one tells you what to do.'

Candidates should be encouraged to respond to the visual stimuli and express their own personal reactions to them.

Candidates should be trained to listen carefully to the instructions they are given and try to remember what they have to do. Describing visuals is always only a part of a task and candidates should not neglect the more speculative elements of the task. Simply describing visuals will not give candidates the opportunity to show their linguistic capabilities.

Candidates should be aware that long silences and frequent pauses, particularly in Part 2, will reduce their opportunities to perform well. Even if candidates have few ideas, they should be prepared to comment on what the interlocutor has asked them or what their partner has said, where appropriate, and 'think aloud' rather than say nothing or very little.

Students should be encouraged to practise a variety of paired or group activities in class. Familiarity with the format of the Speaking test usually helps candidates give a more effective performance.

Candidates must be made aware that attempts to dominate the test, e.g. by not giving their partner an opportunity to speak, will be penalised; this will not be regarded by Oral Examiners as advanced spoken proficiency. Candidates should show sensitivity to the norms of turn-taking and should respond appropriately to each other's utterances, not cut across what their partner is saying, interrupt impolitely, or indulge in long monologues during the collaborative task.

Candidates who find themselves paired with reticent partners are advised to try to draw out their partners by trying to include them in the conversation and by creating opportunities for them to speak,

e.g. 'What's your view?' / 'Do you agree?' / 'Maybe you have a different opinion?'

Candidates should be made aware that over-rising intonation when asking more personal questions, particularly in Part 1, can often sound aggressive and interrogating. Candidates would

benefit from practising asking questions in a non-intimidating and encouraging manner with appropriate intonation patterns.

Candidates should also be advised to speak clearly and loudly enough for the Oral Examiners to hear them, especially when looking at the visual stimuli in Part 2, and during the collaborative task in Part 3. Examiners cannot assess candidates they cannot hear.

Candidates are assessed on their own individual performance according to the established criteria and are not assessed in relation to each other. Candidates are never penalised because they have difficulty in understanding their partner. It is, however, important that candidates do not interrupt their partner to ask for clarification in Part 2, the 'long turn', where interruption would deprive their partner of the chance to speak for one minute.

Finally, candidates should not be afraid to ask for repetition if they have not heard what the interlocutor has said. However, candidates should not need to ask the interlocutor to repeat everything and should make every effort to follow the interlocutor's instructions as they are being given. Furthermore, candidates should be aware that interlocutors are not permitted to rephrase or simplify instructions in an attempt to explain their meaning.

- **DOs and DON'Ts for CAE PAPER 5 – SPEAKING**

DO	smile at the examiners as you enter the examination room and sit down even if you are feeling nervous. This will help you to relax.
DO	take up every opportunity during the test to show what you can do.
DO	listen carefully to each part of the task and remember what you have to do.
DO	speak clearly and loudly enough for both examiners to hear you throughout the test.
DO	ask for repetition only if you are uncertain about what to do.
DO	try to use a range of grammatical forms and vocabulary throughout the test.
DO	try to reformulate rather than just repeat the examiner's indirect question in the second section of Part 1.
DO	maximise your chance to speak in the long turn by keeping talking until the examiner says 'Thank you'.
DO	allow your partner time to speak in Part 3. If necessary, invite your partner to make a comment.
DO	extend all your responses in Part 4, rather than just give short or one-word answers.
DON'T	begin your Part 2 long turn by saying: 'I'm going to choose this picture and this picture.' This wastes precious time and prevents you changing your mind should you wish to do so. Just start to do the task and it will become obvious which pictures you are talking about.
DON'T	talk about all the pictures in Part 2 if the examiner only asks you to talk about two or three out of four or five. Describing all the pictures will not give you enough time to do the more speculative parts of the task properly.
DON'T	pause too long before saying something. 'Think aloud' if necessary.
DON'T	reach a decision too early in Part 3. Remember the first part of the task and evaluate all the visuals before making your final decision.
DON'T	ask the Oral Examiners how you have performed in the test. Examiners are not allowed to make any comment on performance.

FEEDBACK FORM

CAE Examination Report – December 2007

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

University of Cambridge
ESOL Examinations
Reports Co-ordinator
1 Hills Road
Cambridge
CB1 2EU

Fax: ++44 (0)1223 460278

1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Local Secretary).
2. Have you prepared candidates for CAE? YES/NO
3. Do you plan to prepare candidates for CAE in the future? YES/NO
4. How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?
5. Which parts of this report did you find most useful?
6. Which parts are not so useful?
7. What extra information would you like to see included in this report?
8. (Optional) Your name
Centre/School

Thank you.